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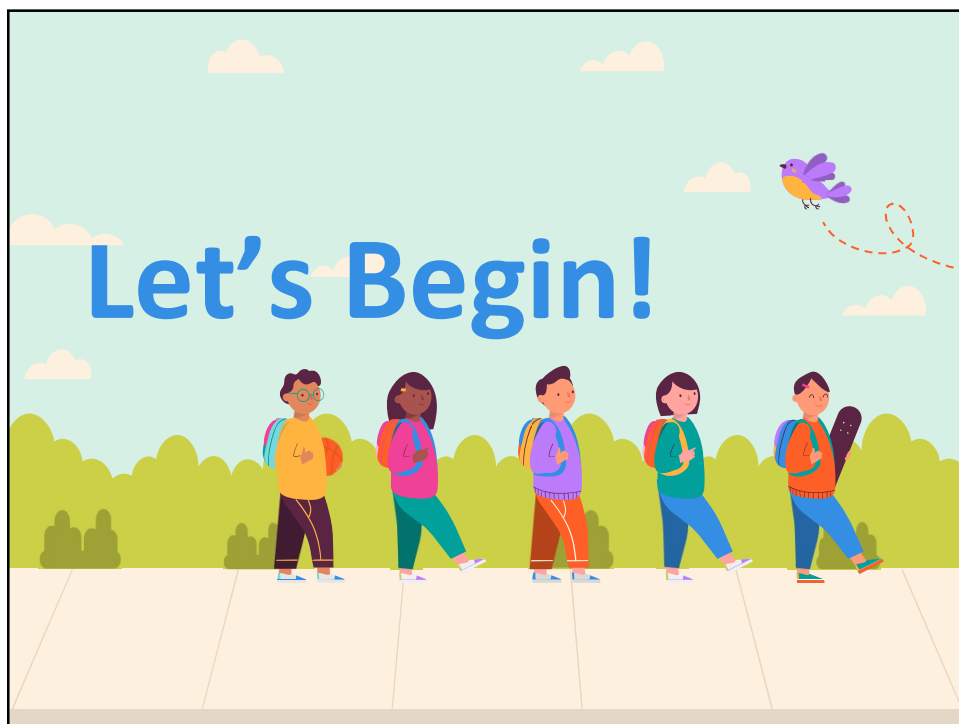
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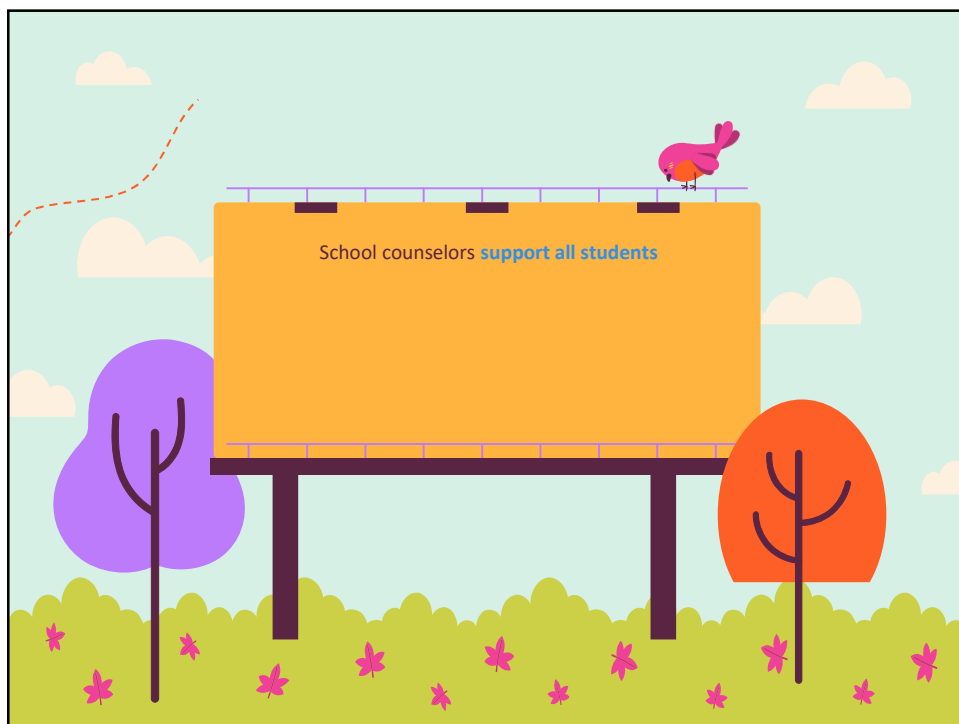
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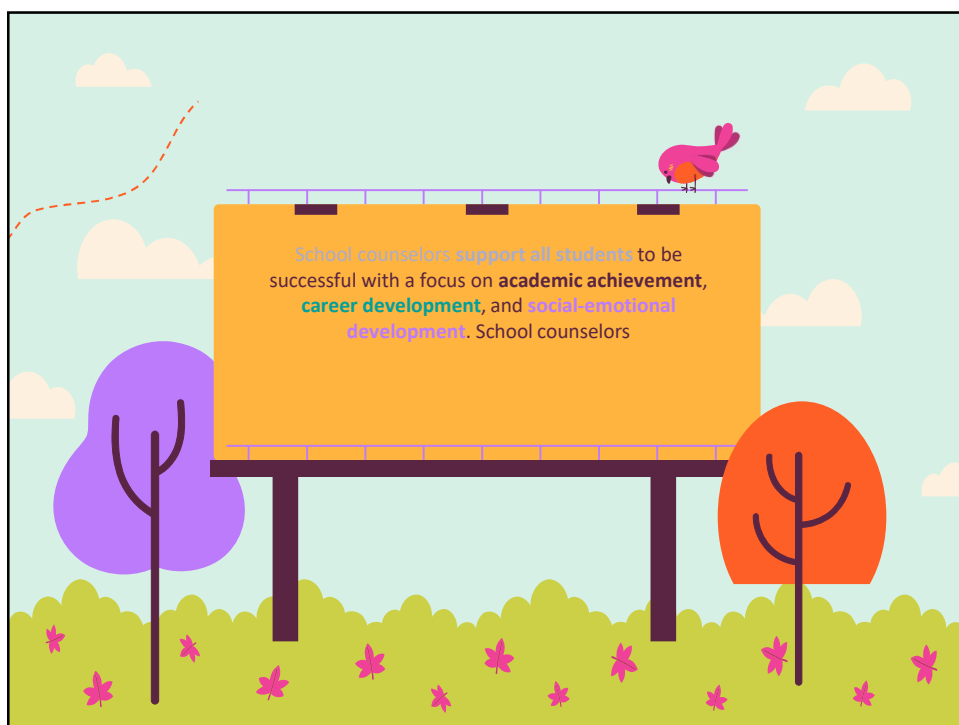
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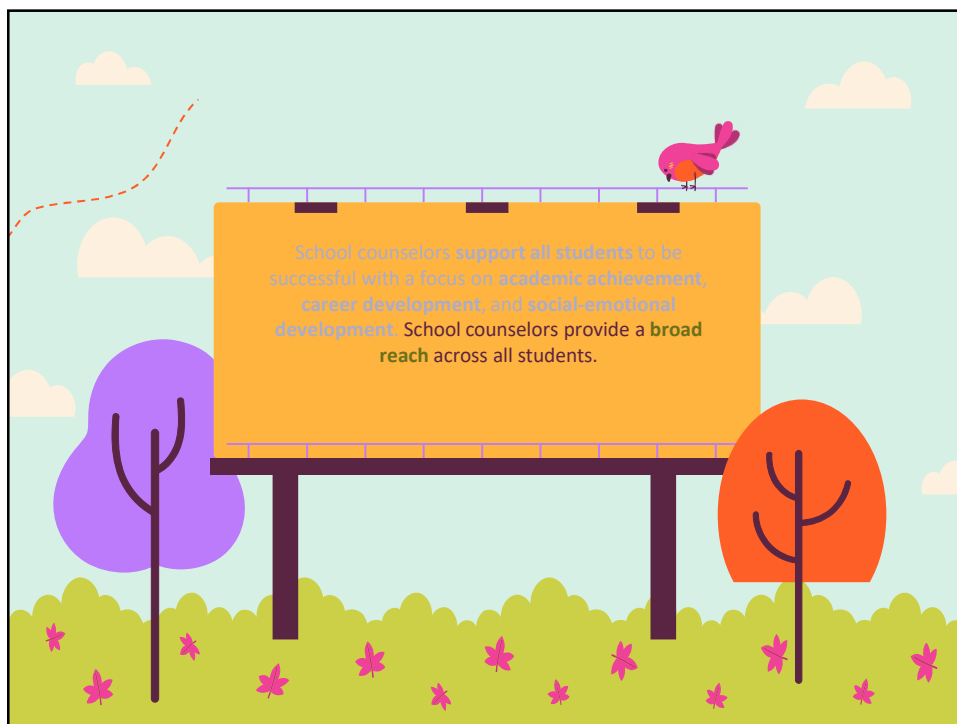


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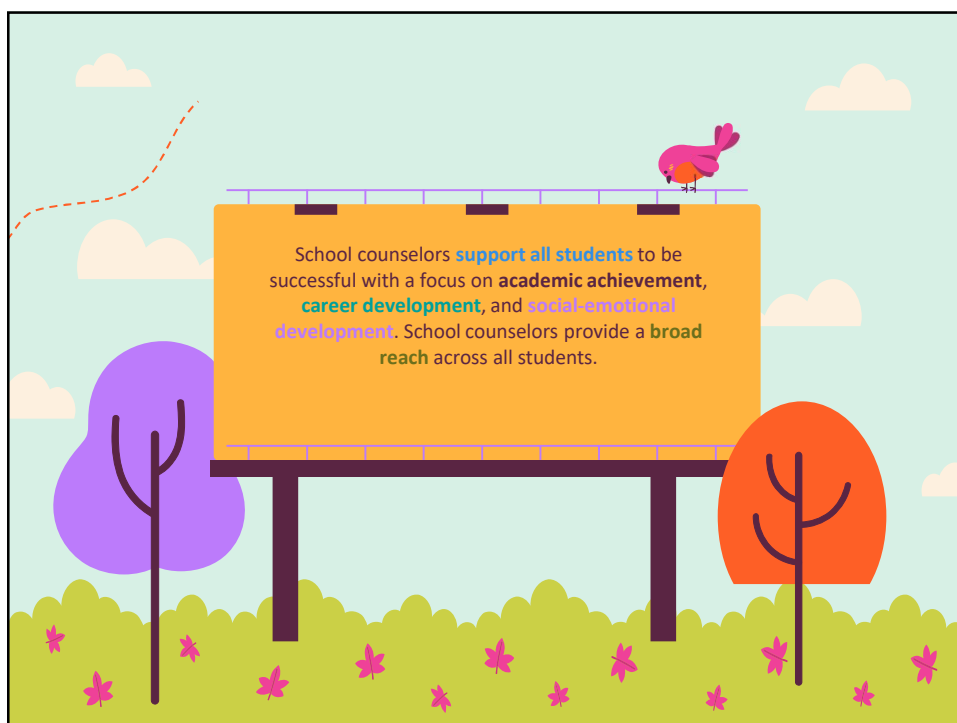


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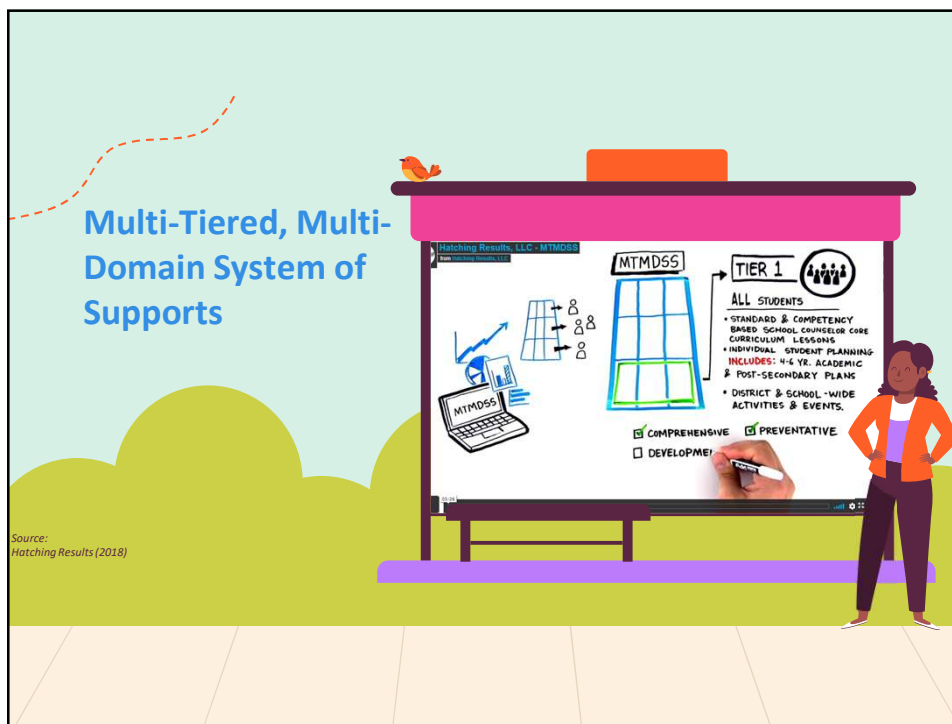
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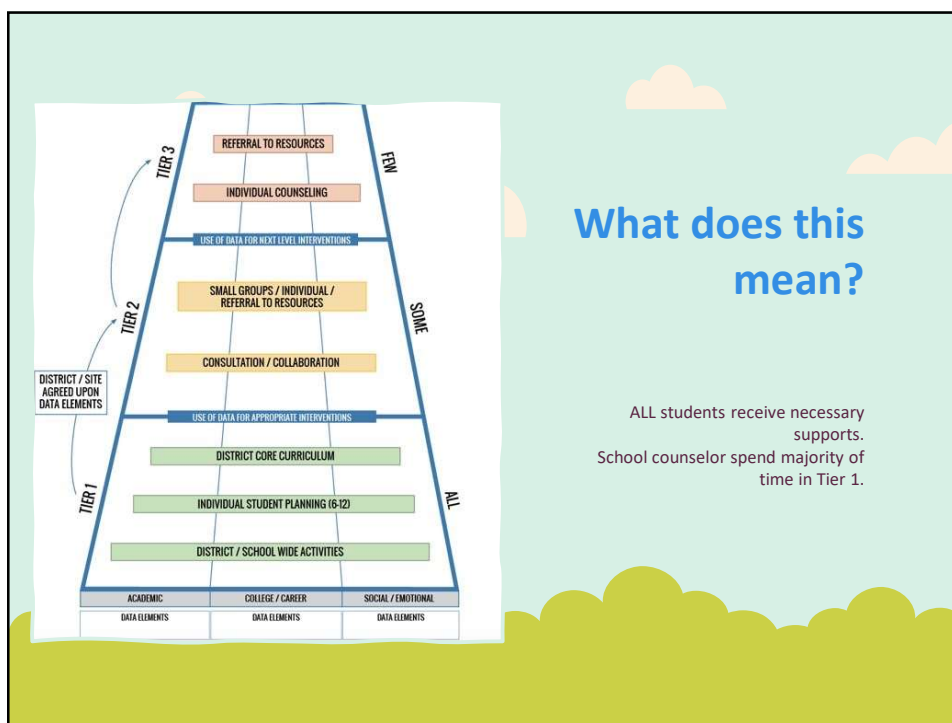
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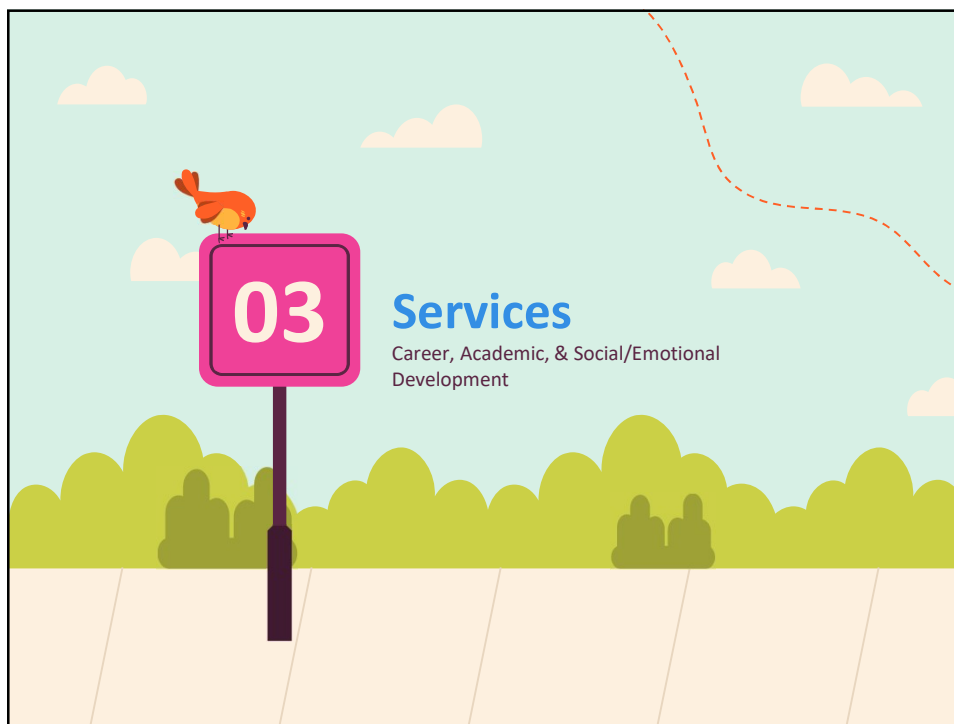
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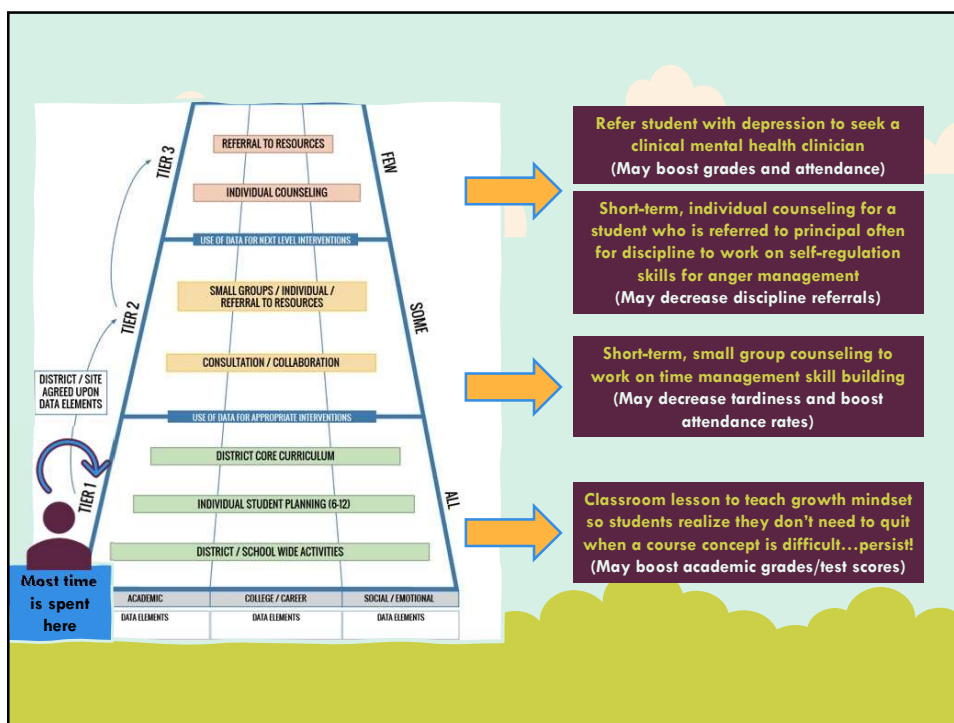
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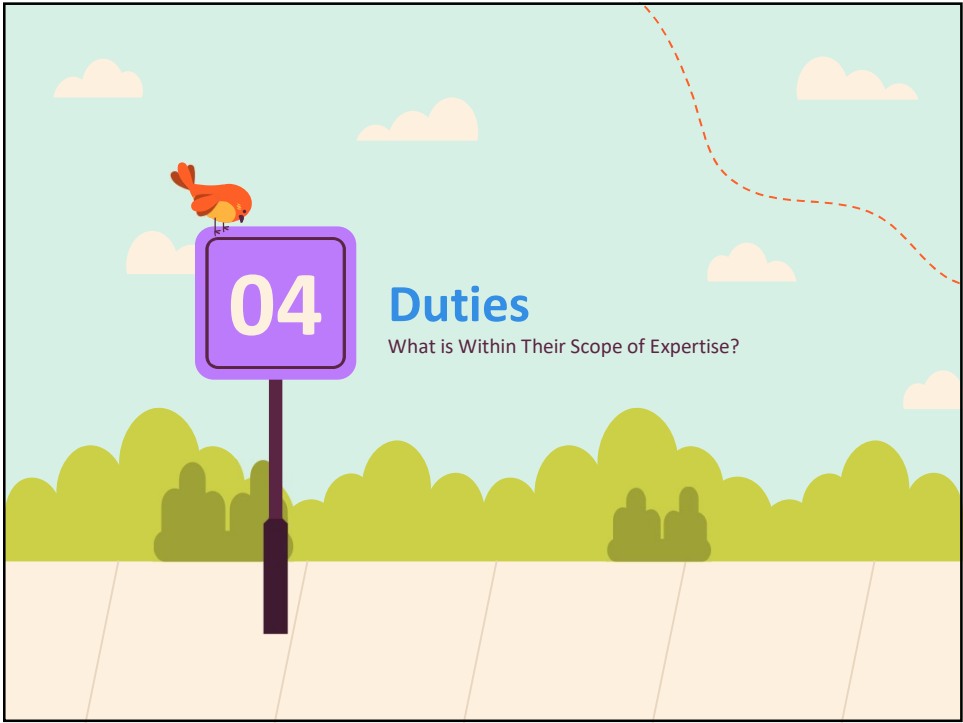
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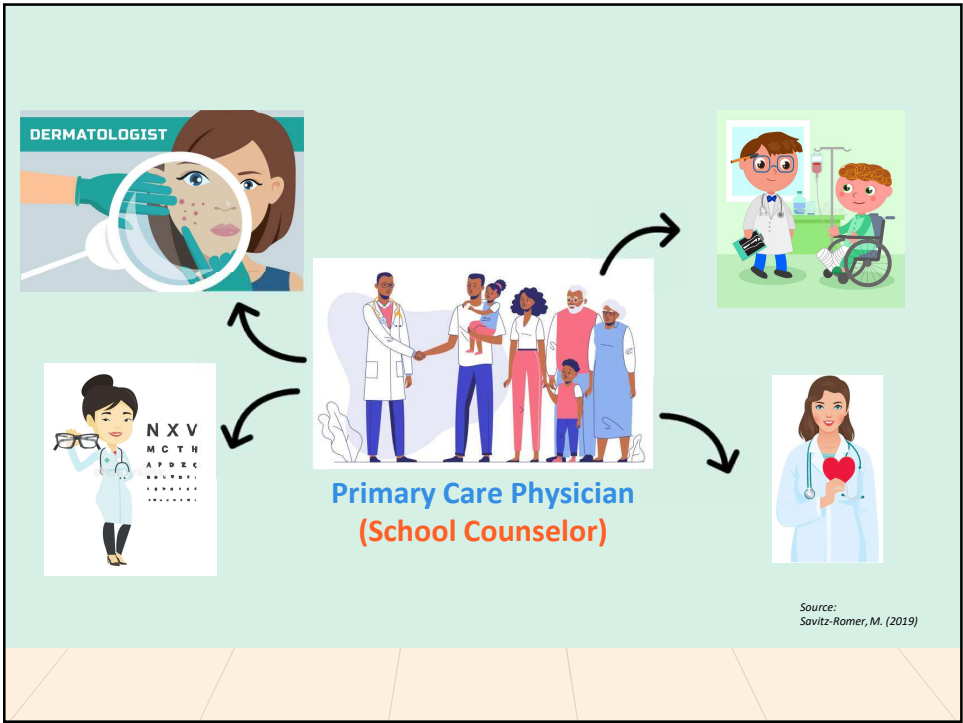
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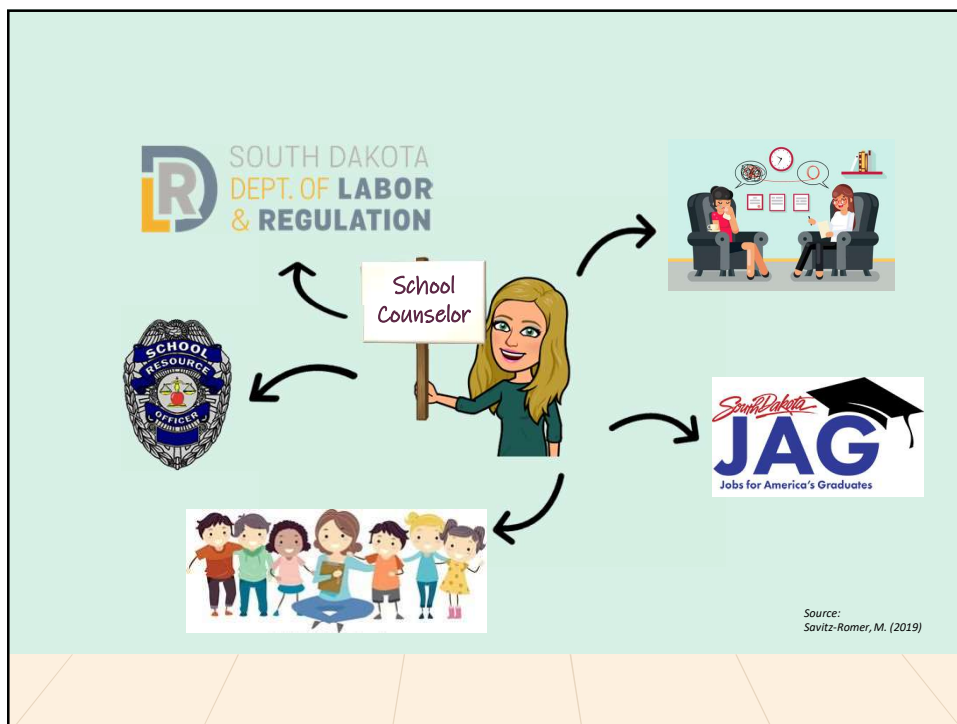
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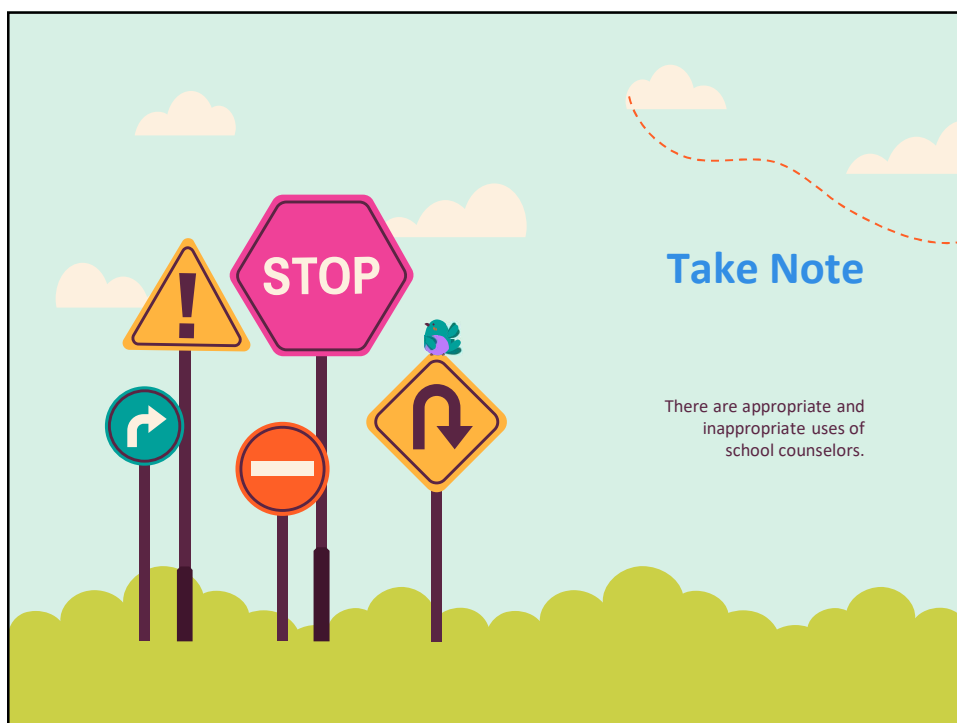
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18



19



20

Does this task create an opportunity gap for students?

Does this duty require a master's degree?

Is this a fair-share responsibility that all members of staff take equal turns doing?

Appropriate School Counselor Duties?

Provide Long-Term Counseling to Address Psychological Disorders

Short-term individual & small-group counseling services to students

Counseling Written into an IEP

Short-term counseling services are provided for all students; advocate for students at IEP meetings

Testing Coordinator

Strategies to battle testing anxiety; interpreting cognitive, aptitude & achievement tests

Lunch & Recess Duty/ Sub-teaching

Work with teachers to schedule & present classroom curriculum lessons

Disciplinarian

Provide counseling to students who have disciplinary problems

Source:  
ASCA (n.d.) Appropriate and Inappropriate Activities for School Counselors

21

Thanks!

Andrea.Diehm@state.sd.us

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22

11

## Resources

American School Counselor Association. (n.d.). *Who are school counselors?* Retrieved from: <https://schoolcounselor.org/getmedia/ee8b2e1b-0021-4575-982c-c84402cb2cd2/Role-Statement.pdf>.

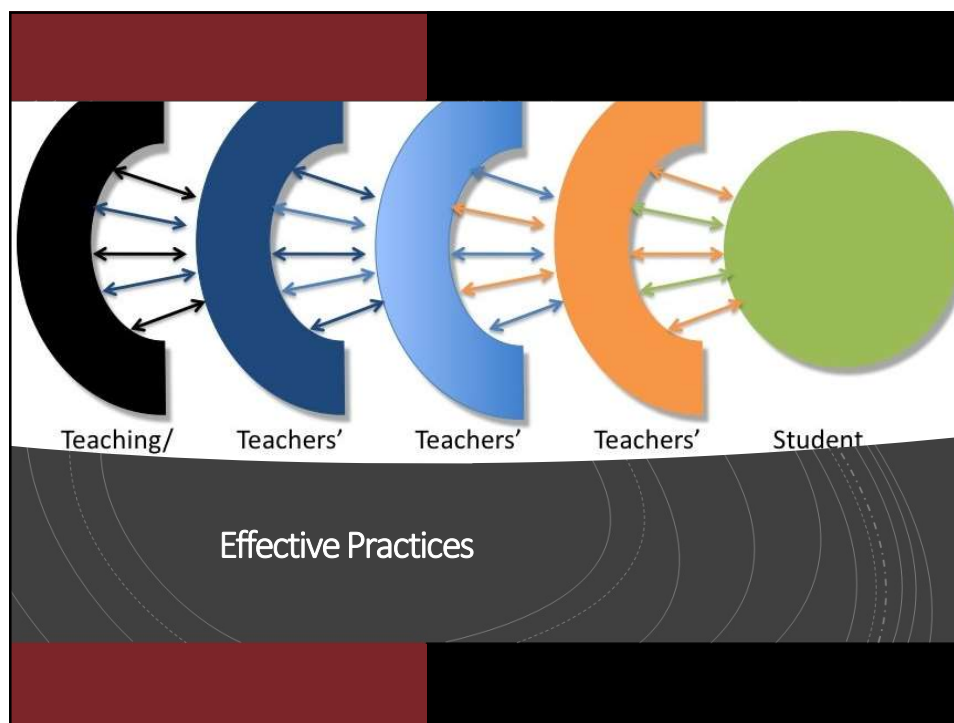
American School Counselor Association. (n.d.). *Appropriate and Inappropriate Activities for School Counselors*. Retrieved from: <https://schoolcounselor.org/getmedia/8fe536c2-7a32-4102-8ce7-42e9b0683b3b/appropriate-activities-of-school-counselors.pdf>.

Hatching Results. (2018). *Multi-tiered, multi-domain system of supports (MTMDSS)*. Retrieved from: <https://vimeo.com/263614932>.

Savitz-Ramer, M. (2019). *Fulfilling the promise: Reimagining school counseling to advance student success*. Harvard Education Press.

South Dakota Department of Education. (2021). *South Dakota school-based mental health providers*. Retrieved from:

23



24



## High Leverage Practice (HLP) Highlight

### HLP 14: Teaching Cognitive and Metacognitive Strategies

**Metacognitive Knowledge** – Noticing if I am understanding/ performing well.

**Metacognitive Control** – Using the tools in my toolbox to change my strategy if I am not understanding/ performing.

Teacher Facilitates Learning	Teacher/Student Shared Responsibility	Student Responsible for Learning
<p>Student struggles to attend to and recall information.</p> <p>Teacher selects and explicitly teaches strategy.</p> <p>Teacher places emphasis on modeling and thinking aloud.</p>	<p>Teacher provides multiple opportunities for student to practice strategy, with support and scaffolds as needed.</p> <p>Student engages in instruction. Student memorizes strategy and practices when/how to use strategy.</p>	<p>Student notices a strategy is needed.</p> <p>Student selects a strategy, uses strategy, and makes changes as needed.</p> <p>Teacher monitors student performance.</p>

25

## High Leverage Practice (HLP) Highlight

### HLP 14: Teaching Cognitive and Metacognitive Strategies

**Self-Regulated Strategy Development (SRSD):** Framework for explicit instruction on self-regulation strategies. Helps students learn to self-monitor, self-instruct, set goals, and self-reinforce.

- Develop Background Knowledge
- Discuss It
- Model It
- Memorize It
- Support It
- Establish Independent Practice



See the IRIS Center Module on SRSD for training on how to use this with your students.

<https://iris.peabody.vanderbilt.edu/module/srs/>

26

## SD MTSS Applications

Applications are open for joining SD MTSS (PBIS or RtI) in the 2022-2023 school year.

Applications are due February 18, 2022.

### Questions?

**PBIS** – Rebecca Cain ([rebecca.cain@state.sd.us](mailto:rebecca.cain@state.sd.us))

**RtI** – Brandi Gerry ([brandi.gerry@state.sd.us](mailto:brandi.gerry@state.sd.us))



Access PBIS and RtI applications and recorded webinars here:

<https://doe.sd.gov/sped/mtss.aspx>

27

## Support and Accommodations

- Embedded means within the computer environment
  - Examples
    - Color Contrast
    - Masking
    - Streamline
    - Closed Captioning
- Non-embedded means outside of the computer environment
  - Examples
    - Noise buffers
    - Separate setting
    - Multiplication table

28

## Supports and Accommodations



- Looking for the SD-TSA (Tools, Supports and Accommodations) document --  
[https://sd.portal.cambiumast.com/resources/educators/tools,-supports,-and-accommodations-\(tsa\)-guidelines](https://sd.portal.cambiumast.com/resources/educators/tools,-supports,-and-accommodations-(tsa)-guidelines)
  - Provide a list of appropriate assessment supports and accommodations
  - Provide a description and recommendation for use
  - Resources at the end of the document

29

## Accommodations for the state assessment

- Several accommodations must be marked at the State level
  - Non-embedded accommodations
    - Send email with either student SSID or name and what non-embedded accommodation needed
    - Reading Passages for ELA – form must be filled out, signed, and sent (either mailed, faxed, or emailed) to [Beth.Schultz@sate.sd.us](mailto:Beth.Schultz@sate.sd.us)
- Due date is Feb 1<sup>st</sup> (so there is time to get them marked in the system)
  - If sent after the 1<sup>st</sup>, will still be marked but may take a bit longer

30

## IEP Quality Website Tip of the Month

### Functional Needs in the IEP – Continued



Functional Goals target skills in areas of daily living that may have an impact upon school or post-school success.

These may include skills in the following areas:

- social / emotional / behavioral
- independent functioning
- community participation
- study skills
- motor skills
- speech and language communication

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31



## IEP Quality Website Tip of the Month

### JASON: 3<sup>rd</sup> grade, services for Intellectual Disability – PLAAFP summary

- Toileting accidents averaged three times a week at the start of the year and now averaging twice a week.
- Jason asks on his own to use the restroom less than once a month on average based on the classroom bathroom log.
- Accidents occurred in the main classroom but at different times of the day, always when Jason was actively engaged in an activity, usually involving his peers.
- He does not seem to be aware of his own physical cues that he needs to go to the bathroom and continues his activities.
- Paraprofessional prompting does not always correspond to his need to go and so has not eliminated accidents.
- Jason was able to take staff to the two bathrooms closest to his classroom without assistance on two attempts.
- Jason knows how to ask for the bathroom by saying, “bathroom, please.”
- Jason can participate in all aspects of the task once in the restroom.

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32



## IEP Quality Website Tip of the Month

### Prioritizing PLAAFP information for goals

- Previous records show that Jason knows how to say, “Bathroom, please.” However, this is not being supported lately since he is not doing this at school and does not have to ask at home. This could be a place to start with renewed direct instruction.
- Jason seems to get so interested in activities with his peers that he fails to recognize and respond to relevant stimuli, including those which can contribute to his bathroom accidents. He prefers to stay with group rather than use the restroom.
  - Any goal needs to address “check-ins” with himself to see if he needs to go use the bathroom.
  - Time with peers could be a possible reinforcer.

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33


## IEP Quality Website Tip of the Month

### Possible Goal – self-monitoring:

In response to a timer set to go off every 30 minutes on his wristwatch and given a checklist (*on his tablet*), Jason will check off the appropriate box on the checklist (e.g., “Yes, I need to use the bathroom. Tell the teacher, “Bathroom, please.” or “No, I do not need to use the bathroom. I can keep working.”) and follow through with the appropriate action, resulting in no accidents for a period of three consecutive weeks.


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34



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IEP Quality Website Tip of the Month



**Possible Goal – self-evaluation:**

At the end of each day, Jason will show his completed checklist to the teacher and recruit feedback from the teacher by (a) asking her, “How did I do today?” and (b) having her sign the checklist and circle the appropriate given reaction (e.g., provided emojis) for three consecutive weeks.

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35



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IEP Quality Website Tip of the Month



Information at: <https://sd.iepq.org>

**Evaluation & Reevaluation**

Transition

**Present Levels of Academic Achievement & Functional Performance**

Parental Educational Concerns

Present Levels of Academic Achievement

▶ **Present Levels of Functional Performance**

Involvement & Progress in the General Curriculum

Goals and Objectives/Benchmarks

Accommodations

Assessment

Consideration of Special Factors

Email Jessica Ahlers  
[Jessica.Ahlers@state.sd.us](mailto:Jessica.Ahlers@state.sd.us)  
 for access to IEPQ.

The following goals and objectives were written for fictionalized students and are for example purposes only. They serve to demonstrate observable and measurable annual goals that contain all three elements of condition, behavior, and criteria for mastery and many reference State Standards. Many of these goals could be designated as fitting under more than one functional goal category. Changes in objectives are emphasized using italics.

**The use of these goals for for an IEP being written is strongly discouraged** as they were written for fictionalized students. All annual goals should be written to meet the needs of the individual student.

**Academic Goals**

Reading  
(?) show examples

Math  
(?) show examples

Writing  
(?) show examples

**Functional Goals**

Note that some Functional goals may fit in more than one category below.

Social / Emotional / Behavioral  
(?) show examples

Learning Strategies / Study Skills  
(?) show examples

Daily Living / Life Skills  
(?) show examples

Speech / Language / Communication  
(?) show examples

**Web Sites**

Instruction & Curriculum

Behavior Data Collection Forms

Example Goal & Objective Statements

Special & General Education Collaboration

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36

## Truancy Procedures - SPED

- South Dakota districts have seen an increase in “missing students” since COVID19 pandemic started. It is important that districts take appropriate actions to locate students with disabilities.
  - Have an understanding of SD Truancy Laws
  - Know and follow your districts truancy policy and procedures
  - Follow IEP processes
- Districts have a responsibility to make prompt reports of truant students according to state law.
  - Investigate reasons for truancy
  - Convene IEP team meetings to discuss absences
  - Incorporate interventions to encourage attendance
  - Document attempts to locate student and contacts made (PPWN)

37

## Truancy Procedures - SPED

- Truancy does not equal revocation of consent 
  - Student remains eligible for services
  - If district is not able to meet with family and/or student, notice should be sent if they are being dropped due to policy but still eligible if re-enroll and receive services
- Failure to act may result in:
  - Denial of FAPE to student with disabilities found through state complaint or due process hearing
- Resources available to you
  - <https://doe.sd.gov/sped/webinars.aspx> - Truancy recorded webinar and handout
  - [Codified Laws](#) 13-27-1; 13-27-6; 13-27-6.1; 13-27-11; 13-27-18; 13-27-14; 13-27-15; and 13-27-20
  - [Sped Connections](#) – requires district subscription

38



39

## Measurable Post-Secondary Goals

- When completing the high school transition measurable post-secondary goals, ensure teachers are writing it to what the student plans to do AFTER high school.
- What career does the student want?
- What education/training will they need to achieve the career?

### Findings during reviews:

Activities are being written instead of after high school career and education goals.

(Required on or before the student's 16th birthday) OSEP guidance requires at least one linked annual goal AND at least one service/activity for each MPSPG identified. Assessment results should determine which MPSPGs are addressed.

Employment: \_\_\_\_\_ (see linked annual goal(s) # \_\_\_\_\_)  
 Education/Training: \_\_\_\_\_ (see linked annual goal(s) # \_\_\_\_\_)  
 Independent Living (where appropriate): \_\_\_\_\_ (see linked annual goal(s) # \_\_\_\_\_)



40



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- | Description of services  | Frequency | Location | Duration |
|--|-----------|----------|----------|
|  |           |          |          |
|  |           |          |          |
|  |           |          |          |
|  |           |          |          |
|  |           |          |          |
|  |           |          |          |
|  |           |          |          |
|  |           |          |          |
| Related Service to be Provided<br><input type="checkbox"/> Speech/Language Therapy |           |          |          |

41

## A 3D illustration featuring a stack of white documents with colorful tabs (red, orange, yellow, green, blue) on the right side. In the foreground, there is a large, light blue, angled surface with a white arrow pointing upwards and to the right. To the left of this surface is a 3D bar chart with four bars of increasing height, colored blue, teal, green, and orange. To the left of the bar chart is a 3D pie chart divided into five segments of different colors: red, orange, green, blue, and teal. The entire scene is set against a white background with a thin black vertical line on the far left.

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42

## Significant Cognitive Students

- Evaluations:
  - If student is non-verbal, make sure you are selecting evaluations that are appropriate.
  - Do you have a non-verbal assessment that would be appropriate?
  - If they refuse to communicate during assessment,
    - Did you try more than one time?
    - What type of strategies did you try?
  - Ensure the report indicates what was tried and why still unable to obtain a score.
- Ensure when determining alternate assessment, you refer to the [Alternate Assessment eligibility criteria](#).
  - A 2-standard deviation on Intelligence evaluation does not automatically qualify for the alternate assessment.
  - Is the student's academic skills so they are unable to access general education curriculum? (hint: general education input)



43

## Indicators 11 and 12

- 2021- 2022 data may now be entered into Launchpad for Indicators 11 and 12
- [Logon \(sd.gov\)](https://sd.gov)
- Logon name and password will remain the same as the previous year. Please contact [debra.willert@state.sd.us](mailto:debra.willert@state.sd.us) to have the password reset.



44

# Indicator

## 11

Reporting Students  
Age 3-21



### The Do's of Reporting

Report students if:

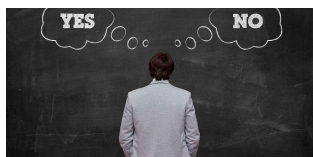
- ☐ District received permission to evaluate (even if the student moves during the testing window OR testing couldn't be completed for some other reason)
- ☐ A student was evaluated by outside evaluators
- ☐ A student moves during the evaluation process
- ☐ A student moves into your district from another district or state and requires additional evaluations to determine SD eligibility.

45

# Indicator

## 11

Reporting Students



### The Do Nots of Reporting

Do Not report students if:

- ☐ It is a three-year re-evaluation for continued eligibility
- ☐ A student is currently receiving special education services and now being evaluated to add related services
- ☐ An initial referral from Birth to 3 services to Part B 619 (these are reported in Indicator 12)
- ☐ A student moves from another district or state and **does not** require additional evaluations to determine SD eligibility
- ☐ Permission is not obtained

46

## Considerations When Reporting

### Indicator 11

1. Correct SIMS#
2. Start date - count day 1 as the day the district receives the permission in hand - regardless of time/day
3. End date – last date of evaluation to include skill-based assessments
4. Count each day school was in session to include make-up days, ½ days, early outs and late starts.
5. Do not include vacation days, weekends, teacher workdays or days school was cancelled for the entire day.
6. Always include in the comment or use the drop-down menu if timeline was extended when exceeding 25 school day timeline

Reporting directions:

<https://doe.sd.gov/sped/documents/Indicator11-Rpt.pdf>

47

## Considerations in Launchpad



### When going over the 25-school-day timeline

#### Reason Timeline Was Exceeded

Choose

- Choose
- Poor Scheduling
- Student left and came back
- Student moved
- Student sent to treatment facility
- Student was suspended/expelled
- Other - please explain in column I
- Parent signed prior notice to extend timeline
- Parent did not bring student for evaluation
- Parent waiting on independent report
- Parent wanted further testing

#### Comment

48

# Indicator 12

Reporting Students  
Transitioning from Birth-3  
to Part B 619



## The Do's of Reporting

Report students if:

- ☐ A student received Part C services and is being evaluated to determine continued eligibility into Part B
- ☐ District received permission to evaluate
- ☐ A student whose birthday and/or eligibility meeting occurred between July 1<sup>st</sup> and June 30<sup>th</sup> of the reporting period. (Birthdates may fall outside of report period in some cases).
- ☐ A student was evaluated by outside evaluators
- ☐ A student moves during the evaluation
- ☐ A student moves into your district from another district or state and requires additional evaluations to determine South Dakota eligibility

49

# Indicator 12

Reporting Students



## The Do Nots of Reporting

Do Not report students if:

- ☐ It is an initial referral for Part C (B-3) services NOT Part B.
- ☐ It is an initial referral for Part B services for students aged 3-21 (student did not receive Part C Birth-3 services).
- ☐ A student moves from another district or state and does not require additional evaluations to determine SD eligibility.
- ☐ Permission is not obtained

50

## Considerations When Reporting

### Indicator 12

1. Correct SIMS# if obtained
2. Correct birthdate
3. Evaluations, eligibility meeting and IEP meeting must be given prior to the third birthday (not on or after).
4. Services can begin on or after the child's third birthday, not before
5. 25 school day timeline can be extended but this cannot exceed the third birthday
6. Transition planning should begin at least 90 days prior to the child's third birthday
7. All considerations of Indicator 11

Reporting directions:

<https://doe.sd.gov/sped/documents/Indicator12-Report.pdf>

51

## Color Code for Entry Errors

Error Color	Indicator	Error	Fix
Red	11 or 12	<ul style="list-style-type: none"> <li>Field required</li> <li>Invalid information</li> </ul>	Enter all information Correct invalid information
Orange	11 or 12	<ul style="list-style-type: none"> <li>School days exceeds 25-day timeline</li> </ul>	Check PPWN for permission to extend timeline  Provide documentation of contact attempts to parents and reasons why it exceeded 25-days
	12	<ul style="list-style-type: none"> <li>Permission, evaluation, determination, and IEP written dates occur <u>ON</u> or <u>AFTER</u> child's 3<sup>rd</sup> birthday</li> </ul>	Permission, evaluation, determination, and IEP written <u>MUST</u> occur <u>PRIOR</u> to child's 3 <sup>rd</sup> birthday

52



53

## Child Count December 2021

- Sixty four districts have completed their first phase, of our data submission.
- Remember after you import and review your records, you need to go to the submit page sign your name and click the submit button.
- Don't forget your Parentally Placed in Private School Students, you can find a list [here](#) with districts require to submit PPPS students.
- To avoid some of the most common upload errors this year, consider students age transitions,
- We have six years old students using placement codes for 3-5 students.
- And we also have students still using Developmental Delay as a disability category after they turn six.
- Also, for your students with Autism disability please make sure you include their severity levels
- and remember if you have any questions, upload errors or need assistance, we are here happy help you.



54



### Indicator 6-A

Least Restrictive Environment for students aged 3-5 (300 Codes) not in Junior Kindergarten or Kindergarten.

- Majority of services

A1 = 0310 - 10 hours or more

B1 = 0325 – Less than 10 hours



Understanding how the data is calculated:

#### Indicator B6-A

Percent of children 3 through 5 with IEPs attending regular early childhood program and receive special education and related services in the regular early childhood program.

$$\frac{A1 + B1}{\text{Total number of children 3 through 5 with IEPs}} \times 100$$

$$A1 + A2 + B1 + B2 + C1 + C2 + C3 + D1 + D2$$

55

### Indicator 6-B

Least Restrictive Environment for students aged 3-5 (300 Codes) not in Junior Kindergarten or Kindergarten.

Attending

C1 = Special education class

C2 = Separate school

C3 = Residential facility



Understanding how the data is calculated:

#### Indicator B6-B

Percent of children 3 through 5 with IEPs attending separate *special education* class, separate school or residential facility.

$$\frac{C1 + C2 + C3}{\text{Total number of children 3 through 5 with IEPs}} \times 100$$

$$A1 + A2 + B1 + B2 + C1 + C2 + C3 + D1 + D2$$

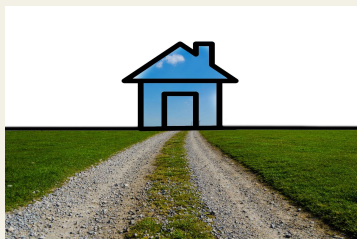
56



### Indicator 6-C

Least Restrictive Environment for students aged 3-5 (300 Codes) not in Junior Kindergarten or Kindergarten.

Receiving services at  
D1 = 0365 Home



Understanding how the data is calculated:

Percent of students 3 through 5 with IEPs receiving special education services in the home

$$\frac{D1 = 0365}{\text{Total number of students age 3-5 with IEPs } A1 + A2 + B1 + B2 + C1 + C2 + C3 + D1 + D2} \times 100$$

57

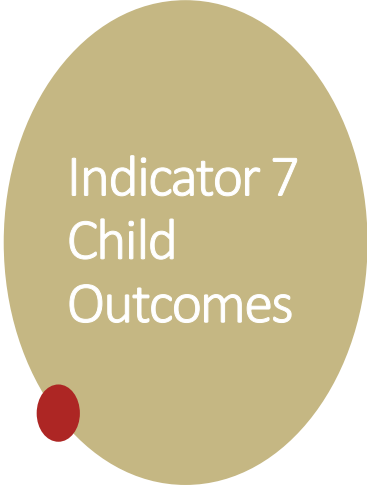
### Indicator 6

Resources to help districts determine the LRE, analyze, and improve Indicator 6 data.



- The below link contains a decision tree, the SPP/APR Part B Indicator 6 Measurement Table and 2017-18 reporting clarifications.  
[https://www.ideadata.org/sites/default/files/media/documents/2018-06/B6\\_Toolkit.pdf](https://www.ideadata.org/sites/default/files/media/documents/2018-06/B6_Toolkit.pdf)
- The below link contains an interactive decision tree, glossary, and information on reporting categories with scenarios for educational environments for children ages 3-5.  
<https://ideadata.org/B6tools/index.html>
- The below link is a template for calculating local data so your district can see in real-time the percentages of children ages 3-5 attending and receiving services in specific educational environments.  
[https://ideadata.org/sites/default/files/media/documents/2017-09/ee\\_3-5\\_data\\_template\\_calculating\\_local\\_d.xlsx](https://ideadata.org/sites/default/files/media/documents/2017-09/ee_3-5_data_template_calculating_local_d.xlsx)

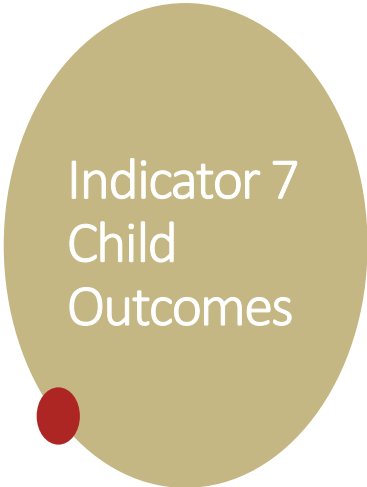
58



## Indicator 7 Child Outcomes

1. Data is generated through the BDI2 and BDI3.
2. How districts can increase cleaner data
  - a. Ensure names are spelled correctly
  - b. Birthdates are correct
  - c. SIMS# is correct
  - d. Each domain and subdomain are completed with basal and ceiling(score is achieved)
  - e. Entering correct Program Notes (BDI2); Program Labels (BDI3)
  - f. Periodically generate reports to analyze Notes/Labels and enter missing data
  - g. All data must be entered by June 30<sup>th</sup> of each year.

59



## Indicator 7 Child Outcomes

1. Districts can pull BDI reports as often as needed to determine data clean-up (cleaner data) (missing Program Notes/Labels, missing SIMS#, incomplete evaluations)
2. District data is reported in STARS for each individual district to access – usually in the Spring of each year.
3. Data clean-up – Part B 619 will be sending out notices to clean-up the BDI2 and BDI3 data for Indicator 7 Outcomes.

How to access directions for the BDI2 data export:

<https://doe.sd.gov/sped/documents/19-BDI-ExportRpt.pdf>

How to run reports for the BDI3: Directions on the Resource Page once logged into the BDI3 Riverside Score dashboard.

Need questions answered about the BDI2 or BDI3 [Debra.Willert@state.sd.us](mailto:Debra.Willert@state.sd.us)

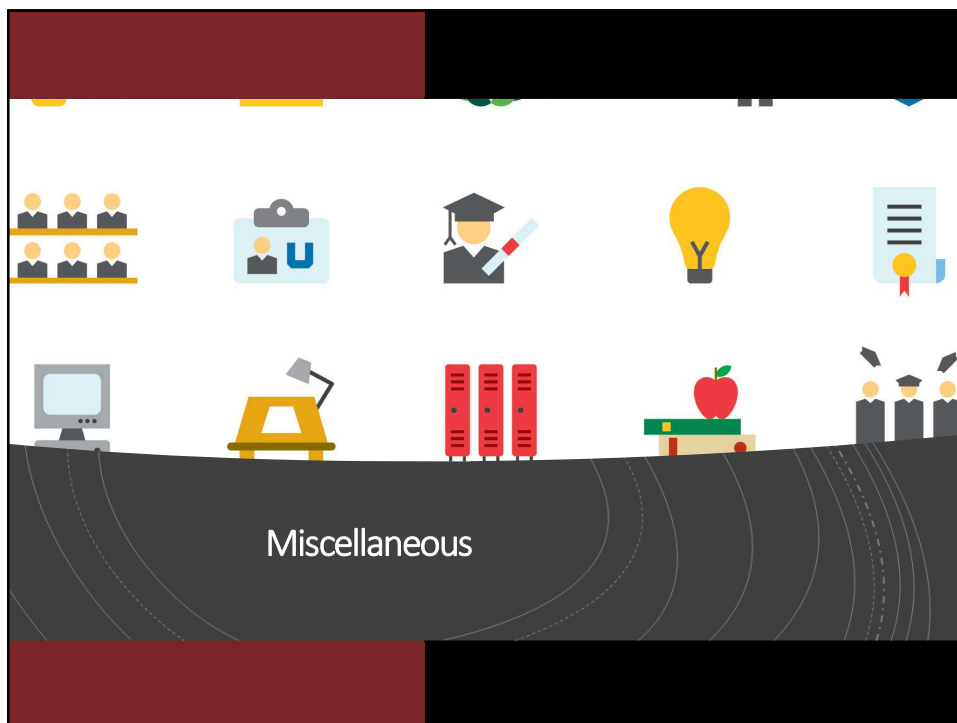
60

## Indicator 8

Parent Surveys

- Indicator 8 Parental Involvement reports for SY2020-21 have been uploaded to SD Stars. Superintendents and Sped Directors can access these reports.
- District reports will be publicly released in February 2022
- Make sure you are putting policies and procedures in place (if you haven't already) to ensure a greater return rate!

61



62

## High School Transition Summer Funding Opportunity

- Division of Rehabilitation Services (DRS) funding opportunity available for initiatives pertaining to Pre-Employment Training Service (Pre-ETS) **summertime** training for students with disabilities
- Must be in coordination with the local DRS and/or SBVI Vocational Rehabilitation counselors
- Proposals must be submitted by February 11, 2022
- Proposal package was sent through DOETransitionListserv
- For more information about the proposal submission contact [Katie.Gran@state.sd.us](mailto:Katie.Gran@state.sd.us) or call 605-367-4657

63

## Next Sped Director Call

January 18, 2022

SPED Director calls are recorded and posted at:

<https://doe.sd.gov/sped/directors.aspx>

64



65